Update on TQRIS Validation Study and EQuIPS

Presentation to the Child Care Commission

November 17, 2015

Validation Study Sample

- **Programs in the Sample**
  - Child Care Centers: 163
  - Family Child Care Homes: 52
- **Classrooms Participating in Assessments**
  - 169 Preschool Classrooms
  - 134 Toddler/Infant Classrooms
- **Children Participating in Child-Outcomes Study**
  - N= 738 (of this 42 are Spanish-speaking children)
  - Collecting child outcome data on 3-5 year old children only

Child Outcome Measures

Social-Emotional Skills
Teacher-Child Rating Scale
Language & Literacy Skills (English)
Woodcock-Johnson III Test of Achievement Subscales: 1. Letter Word 2. Picture Vocabulary
Language & Literacy Skills (Spanish)
Bateria-III Subscales: 1. Letter Word 2. Picture Vocabulary
Math Skills (English or Spanish)
Applied Problems Subscale of either Woodcock-Johnson III Test of Achievement or Bateria-III
Executive Function
Head, Toes, Knees, Shoulders
Pencil Tap measures

EQuIPS in FCCH

- Measurement design more FCCH-friendly
  - Focus on interactions with children, family partnerships
  - Less focus on materials
- FCCH-specific design features
  - Attempting to capture uniqueness of FCCHs
    - Mixed age groupings and interactions
    - Family connections
  - FCCH-tailored interview questions
    - Allow providers to highlight program strengths
    - Opportunities to explain interactions, practices

Revising North Carolina's QRIS

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Background and History

- Current QRIS was over a decade old
- Over 8000 programs participating in QRIS (2010)
- Convened a cross-sector advisory committee
- Reviewed aver 300 recommendations
- Suggested a hybrid system

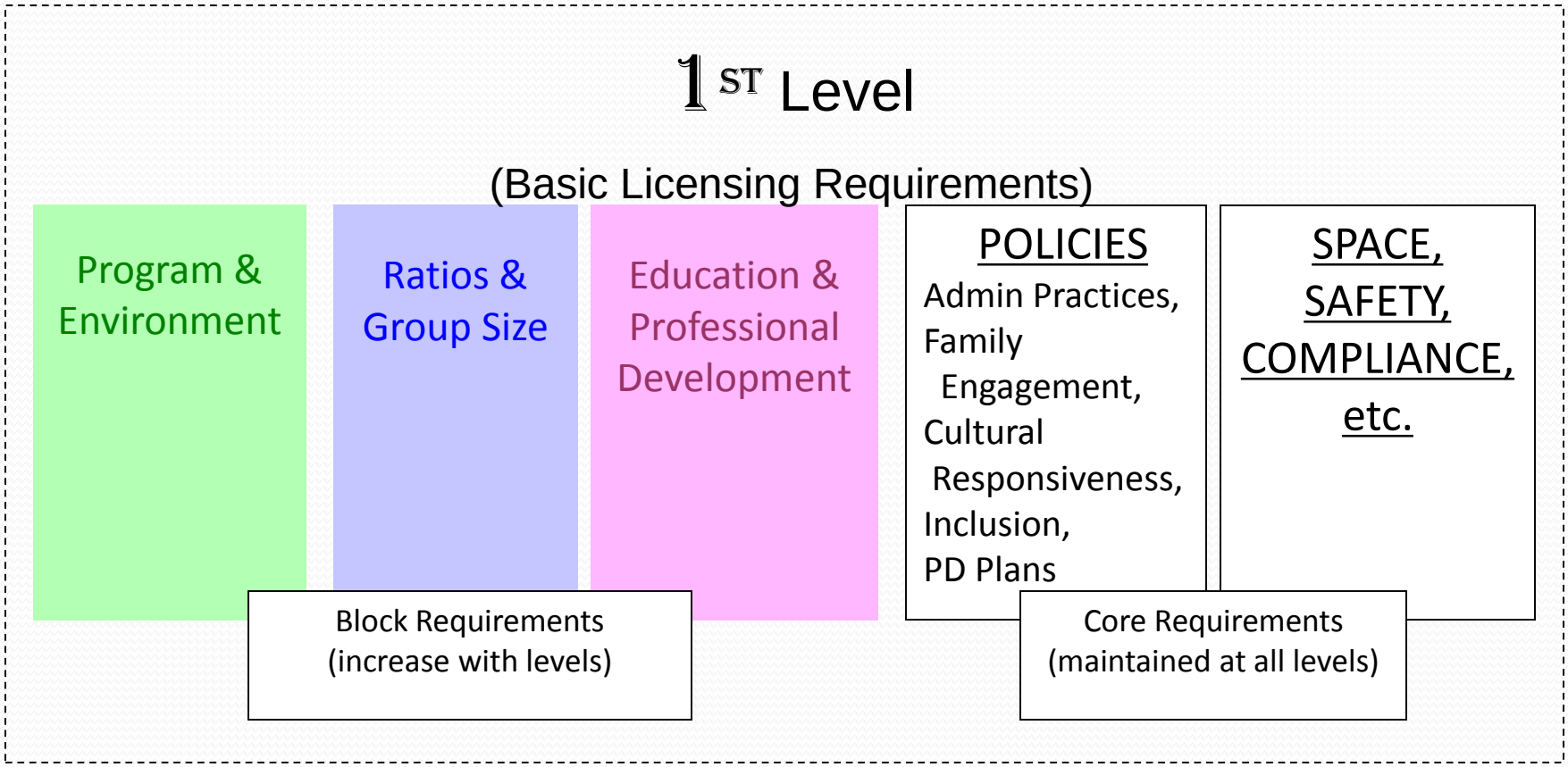
Considerations Addressed in Recommendations for Overall Structure

- Majority of programs are at the 3 Star level or higher
- Variation between programs that are rated at the same Star level
- Provider choice in how requirements are met is important
- Need a mechanism to recognize providers who are exceeding requirements and providing higher quality care

Components of the Recommended Hybrid System

- Core requirements met by everyone at every level
- Block requirements (every other level)
  - Program and environment
  - Ratios and group size
  - Education and professional development
- Points
  - Block points
  - Specialization points

Conceptual Framework for QRIS



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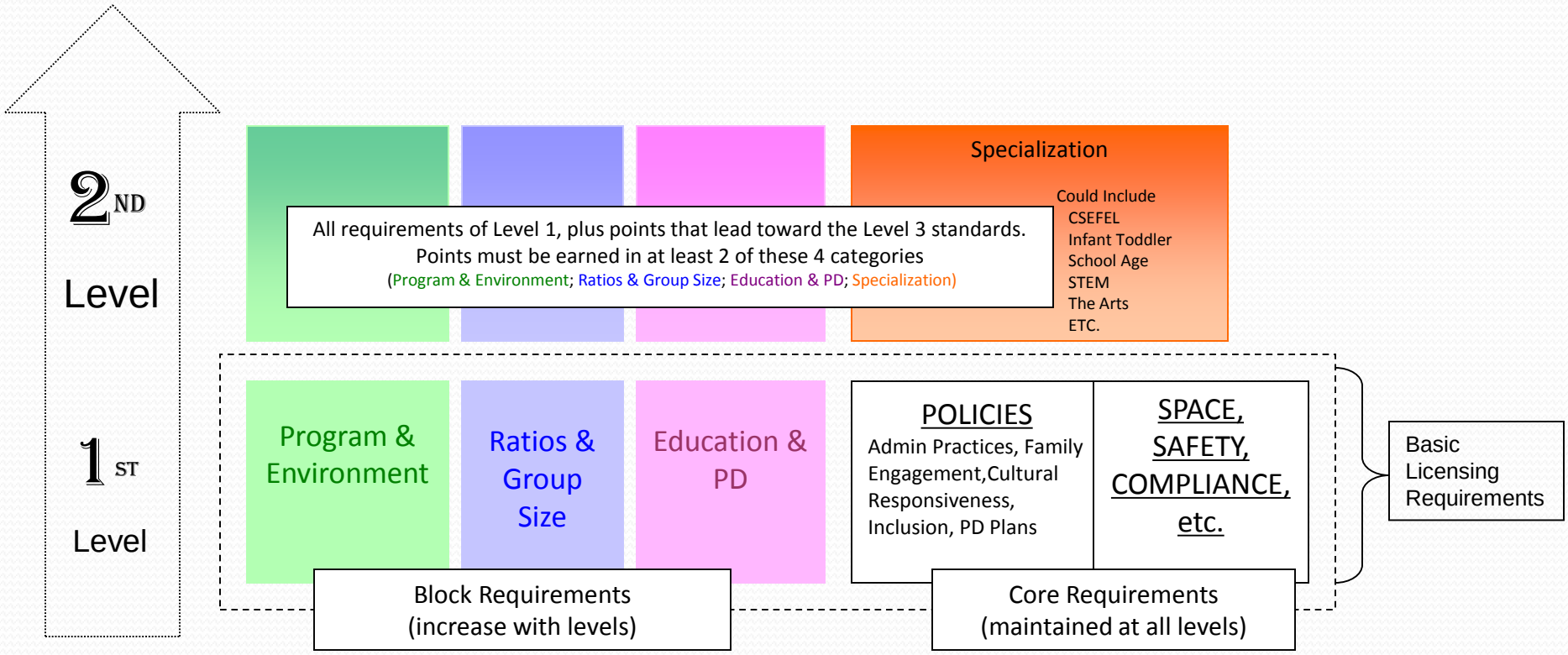

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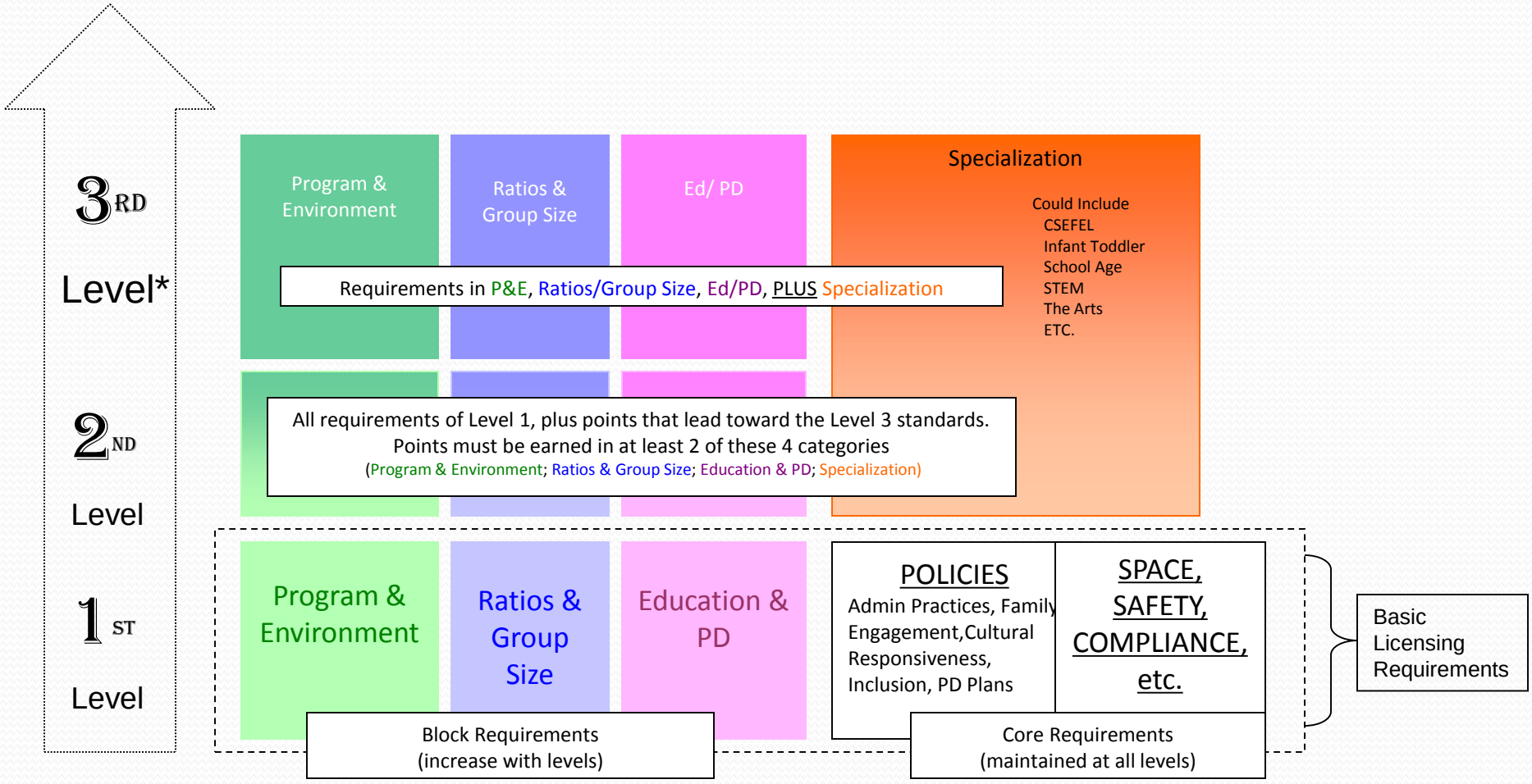

* ERS or other quality measure required at this level. Also, it is expected that program accreditation will be added to the model during the pilot phase, most likely at levels 3-5.

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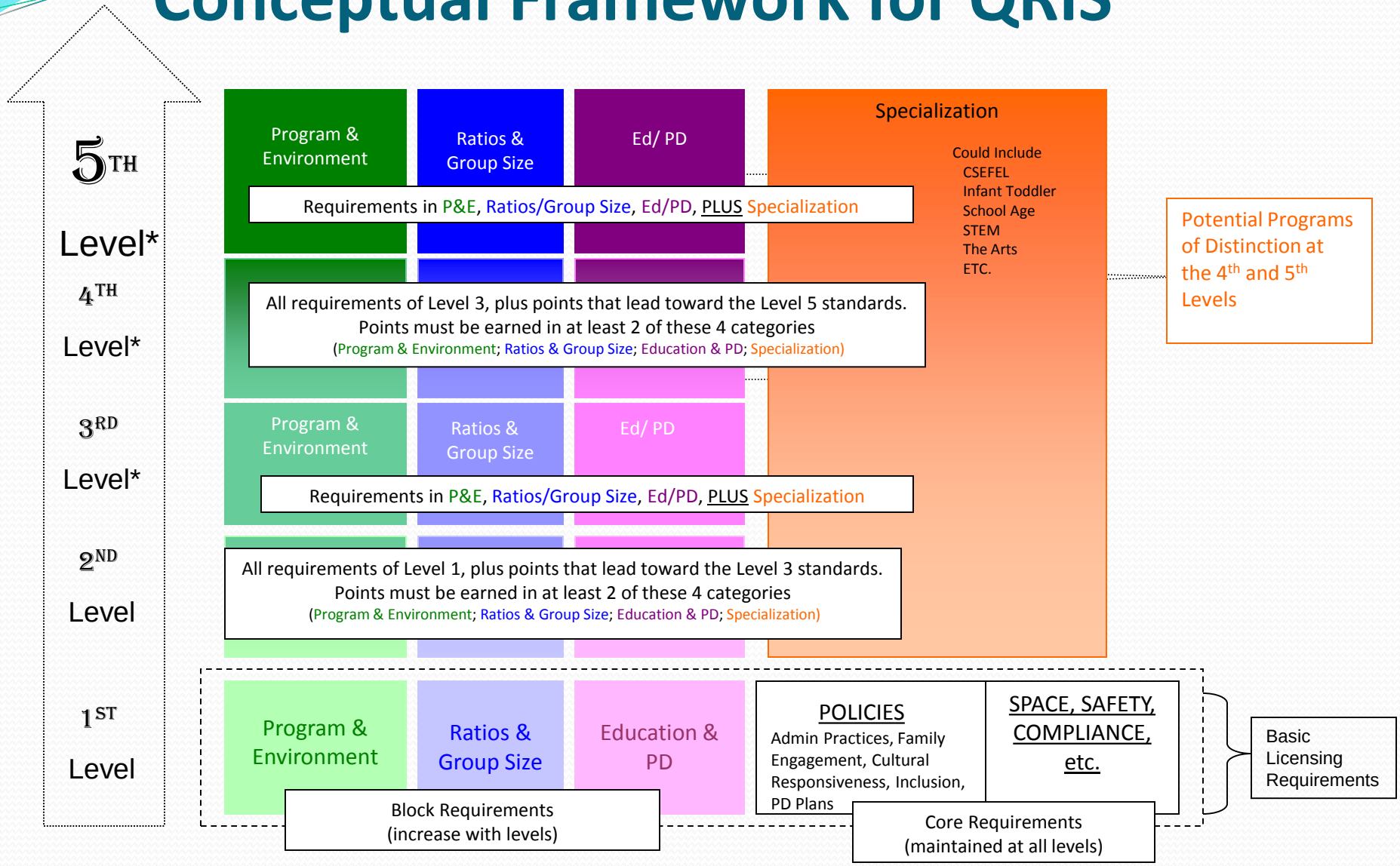

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Recommendations for Implementation

- Work with partners to evaluate, prioritize, disseminate, and implement the recommendations
- Collect additional input/feedback on the recommendations
- Conduct a pilot/validation study to collect data that will inform decisions about future requirements (ELC)
- Develop a plan for transitioning to a new structure and implementing additional recommendations